

# Student Teaching Seminar

Fall semester 2013



## EDC 490: STUDENT TEACHING SEMINAR – Fall 2013

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**Classroom:** Tyler 106

**Meeting Time:** Wednesdays at 4:30

**Professors:**

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**Course Description:** Selected topics in secondary and K-12 education will be addressed. Preparation of a professional portfolio, creation of a credential file, applying for Montana teacher certification, and a variety of other classroom management and professional development issues will be covered. Participation in this seminar is mandatory for all elementary, secondary, and K-12 education majors.

**Rationale:** The classroom content of Rocky Mountain College is tied to INTASC standards, Montana Board of Education standards, and our own program standards; thus, by graduation, Rocky Mountain College's teacher candidates will be able demonstrate their understanding of a common core of education-based knowledge which they have gained both through their study in the liberal arts and in their selected area of content specialization. The education department faculty believes that the process of training a teacher is based on the notion that teachers should possess certain knowledge, skills, and dispositions:

*performance excellence*, which includes the ability to address issues of diversity and individual learner development; and knowledge of the often profound impact of economic, social, political, cultural, historical, and legal contexts on teaching and learning;

*the ability to use technology* to support a student's learning, ability to think critically, skill at solving problems, and proficiency in effective verbal, nonverbal, and media communication techniques;

*content knowledge*, which enables our teacher candidates to plan their instruction based on knowledge of their content area's subject matter, their students, the community they will eventually live in, and their state's curriculum goals; and

*a thorough professional knowledge base* which ensures that our teacher candidates are able to integrate their understanding of human development, classroom management, curriculum development, and content-appropriate teaching strategies to provide effective instruction and assessment for all learners.

**Course Objectives and Requirements: Students in EDC 490 will—**

1. complete classroom, group, and teacher observations
2. develop a set of goals for the semester
3. complete tasks required in the Montana teacher certification/licensure process
4. create a ready-to-send cover letter
5. participate in a mock job interview
6. write classroom management policies and rules
7. attend ALL weekly seminar sessions throughout the semester
8. fulfill the requirements of their student teaching assignment as described in the student teaching handbook
9. *actively participate in seminar discussions*

**Attendance:** Attendance is mandatory for all seminars unless a school activity is scheduled for the same time. No other absences will be excused. Tardiness is unacceptable.

### **Applicable Montana PEPP Standards**

Student Teaching is the capstone experience for teacher candidates in the Rocky Mountain College Teacher Preparation. Therefore, elements of all of the following Montana PEPP Standards apply to this course for all majors:

10.58.304 – Candidate, Knowledge, Skills, and Dispositions  
10.58.306 – Field Experiences and Clinical Practices  
10.58.307 – Diversity  
10.58.501 - General Requirements, a - m

Montana PEPP Standards that apply to this course for candidates in each content area major:

10.58.503 – Art K-12  
10.58.508 – Elementary Education  
10.58.509 – English / Language Arts  
10.58.518 – Mathematics  
10.58.519 – Music K-12  
10.58.520 – Physical Education K – 12  
10.58.521 – Reading Specialist K – 12  
10.58.522 – Science  
10.58.523 – Social Studies

## **Course Schedule**

### **September 11**

- Introduction to seminar/substitute teaching information
- Goal statement due next class.
- Appropriate dress discussion.
- When do I call the counselor/vice principal in? When do I handle stuff myself?

### **September 18**

- "Highs and Lows" general discussion.
- Goal statement due.
- Lesson plan templates. PAGES 12 and 13.

### **September 25**

- "Highs and Lows" general discussion.
- Summary outline of classroom rules and procedures due next class. (Remember the difference between rules and procedures. Your mentoring teacher may or may not make that distinction. See if you can, regardless of whether your mentoring teacher does.)
- Ethics discussion. Professional Educators of Montana Code of Ethics review.
- Text messaging issues.

### **October 2**

- "Highs and Lows" general discussion.
- Summary outline of classroom rules and procedures due today.
- Midterm evaluations from mentoring teachers due soon. You'll get the form to take to your teacher in class today.

**October 9**

- "Highs and Lows" general discussion.
- "How teachers talk"
- "Strategies for Class Discussion"
- "Bloom's Taxonomy"

**October 16**

- Barb Vail will walk us through the licensure process.
- "Highs and Lows" general discussion.
- Midterm evaluations collected.
- Discussion of cover letters and resumes. First draft of cover letter due next class. Please make a copy for everyone because we're going to critique each others' cover letters. Make sure it's absolutely perfect. No, not really. Maybe.

**October 23**

- "Highs and Lows" general discussion.
- More midterm evaluations collected.
- First draft of cover letter due and discussed.

**October 30**

- "Highs and Lows" general discussion.
- More cover letter debriefing.
- Prepare for mock interviews: Dressing for your interview: Skirt or slacks? Suit and tie or sweater vest? Dark blue or red for the ladies? Hair up or down? Jewelry? Piercings? Nose rings? Tattoos? Mohawks? Cleavage?!!
- [http://www.ted.com/talks/joel\\_burns\\_tells\\_gay\\_teens\\_it\\_gets\\_better.html](http://www.ted.com/talks/joel_burns_tells_gay_teens_it_gets_better.html)

**November 6**

- "Highs and Lows" general discussion.
- More preparation for mock interviews. You should all have your interviews set up.

**November 13**

- "Highs and Lows" general discussion.
- [http://www.ted.com/talks/lang/eng/ken\\_robinson\\_says\\_schools\\_kill\\_creativity.html](http://www.ted.com/talks/lang/eng/ken_robinson_says_schools_kill_creativity.html)
- OPI employment link and other online employment resources

**November 20**

- Complete Mock Interviews – no class

**November 27**

- Debrief on mock interviews
- CELEBRATION, SHELLEY'S HOUSE!

### **If you tend to say...**

I want you to...  
I need you to...  
You have to...  
You should...  
I'd like you to...

You guys...

Very good!/Excellent!  
Fabulous!  
Wonderful!

Good job!  
Good! Awesome!

No...  
Wrong...  
We've already said that...

Pay attention! Hey! Shut up! Settle down!

Knock it off! Do your work!

If you—then...(threat)

Sit down!

### **Try these replacements:**

Let's...  
Please...  
Can we...  
Would you...  
How about we...  
"warm command"

You all *or* Folks *or* Ladies and gentlemen *or* [omit altogether]  
[substitute "we" whenever possible]

Thank you.  
That's correct.  
All right—that gets us farther down the road.  
\*Good job OF... [be specific]  
[Repeat the student's answer and simply smile, nod, wink, do a thumbs-up—all nonverbal ways of saying "Good!]

Hmmmm...  
Can you tell me a little more?  
Can you go on with that thought a bit?  
*or* [Repeat the student's answer and simply squint/raise your eyebrows/look slightly troubled/say "hmm..." /stick with the student if he or she can handle further probing, or gently move to another student.]

These are all unacceptable verbalizations—  
They are the spoken markers of a teacher who thinks his or her class is out of control when in reality the *teacher* is out of control.

## **STRATEGIES FOR CLASS DISCUSSION**

### **PHRASE QUESTIONS CLEARLY**

"Are there any questions?" is the typical catch-all question asked at the end of a topic, but this type of question is so broad that the student may have difficulty focusing on the material just presented in order to formulate a question. Sometimes instructors inadvertently ask two questions at once, or a question within a question, which confuses and frustrates students. Wilen and Clegg (1986) found that when questions are focused on a specific topic, presented in a clear and concise manner, the opportunity for student response is maximized. Try asking, "What questions regarding [specific topic] do you have?" This implies that you expect students to be thinking and have questions.

### **ALLOW SUFFICIENT WAIT TIME**

Wait time is the time that elapses from the end of a question to the beginning of a student response. Estimates of appropriate wait times vary according to content and context, but educational researchers unanimously agree that most of us don't wait long enough, *normally around .5 to 2 seconds*. If it takes 5-10 seconds to formulate a response and we wait only 1-3 seconds, students will not have time to respond. Try estimating your own wait time the next time you teach and see if by increasing it five seconds, you increase the number of student responses.

### **PROBE STUDENT RESPONSES**

Asking for clarification or support for a point of view stimulates student's thinking and serves to add emphasis and focus to answers. "Tell me more," or "Can anyone give a specific example?" or "Can we add anything new?" extends the discussion and invites additional students to respond. This type of language helps students organize and communicate their own thinking more precisely and intelligently (Tishman et al., 1995).

### **RECOGNIZE THAT YOUR STUDENTS' VOICES HAVE VALUE**

Respect your students' knowledge. Classroom opportunities to talk together and a sense of openness from the instructor are two essential ingredients for the growth of knowledge in our students.

### **WIDEN YOUR REPERTOIRE**

Instead of "Good job!" try dumping the word "good" altogether—at least temporarily—and consider alternative responses/alternative facial expressions (i.e., a smile), when responding to student contributions:

- "Eric, what do you think about Kristine's comment?" (This works when you're stuck for a response.)
- "Thanks; I see you've thought about this a bit. Can someone add more?"
- "I see. Can you tell me a little more?"
- "Let me see if I understand...you said... [paraphrase student's response back to her]"
- "Just out of curiosity, what led you to your answer?"
- "Can you give me an example? (Wait long enough for the student to compose an example) Maybe someone can help out with an example of their own?"
- "What if...?" (Change the circumstances/geographical location/time and ask them how some event or person or whatever would be different)
- "This part of your answer seems right. You might be going off track here."

# BLOOM'S TAXONOMY

## Competence

## Skills Demonstrated

### Knowledge

observe and recall information knowledge of dates, events, and places; know major ideas; mastery of basic subject matter

*verbs: list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where*

### Comprehension

understand information  
grasp meaning  
translate knowledge to a new context  
interpret facts, and compare, contrast, order, group  
infer causes predict consequences

*verbs: summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend*

### Application

use information  
use methods, concepts, theories in new situations  
solve problems  
use required skills or knowledge

*verbs: apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover*

### Analysis

see patterns, organize the parts, recognize hidden meanings, and identify components

*verbs: analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer*

### Synthesis

use old ideas to create new ones  
generalize from given facts  
relate knowledge from several areas  
predict  
draw conclusions

*verbs: combine, integrate, modify, rearrange, substitute, plan, create, design, invent, compose, formulate, prepare, generalize, rewrite*

### Evaluation

compare/discriminate between ideas  
assess value of theories  
make choices based on argument  
verify value of evidence  
recognize subjectivity

*verbs: assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare*

## Lesson Objective Templates

Objective Formula Templates for each of the six possible **Levels of Thinking**. (Bloom's Taxonomy)

### Knowledge

**The Students Will Be Able To Know** (the content) and then (List, Define, Tell, Describe, Identify, Show, Label, Collect, Examine, Tabulate, Quote, Name, Identify) by (an observable activity)

### Comprehension

**The Students Will Be Able To Comprehend** (the content) and then (Summarize, Describe, Interpret, Contrast, Predict, Associate, Distinguish, Estimate, Differentiate, Discuss, Extend) by (an observable activity)

### Application

**The Students Will Be Able To Apply** (the content) and then (Apply, Demonstrate, Calculate, Complete, Illustrate, Show, Solve, Examine, Modify, Relate, Change, Classify, Experiment, Discover) by (an observable activity)

### Analysis

**The Students Will Be Able To Analyze** (the content) and then (Analyze, Separate, Order, Explain, Connect, Classify, Arrange, Divide, Compare, Select, Explain, Infer) by (an observable activity)

### Synthesis

**The Students Will Be Able To Synthesize** (the content) and then (Combining, Integrate, Modify, Rearrange, Substitute, Plan, Create, Design, Invent, Compose, Formulate, Prepare, Generalize, Rewrite) by (an observable activity)

### Evaluation

**The Students Will Be Able To Evaluate** (the content) and then (Assess, Decide, Rank, Grade, Test, Measure, Recommend, Convince, Select, Judge, Explain, Discriminate, Support, Conclude, Compare) by (an observable activity)



## COVER LETTER FORMAT

### GENERAL INFORMATION

- A. Apply for a position as it is listed, right in the first line—use the actual position's formal title.
- B. Never say that you are available for an interview anytime other than "at your convenience."
- C. Keep your letter to one page until you get some experience.
- D. Single-space your letter, using 11- or 12-point font—and no cute fonts. Times New Roman is fine.
- E. Do not type your resume or cover letter on anything other than a medium heavy white or very pale cream (no grey) bond. Regular old flimsy typing paper is cheap, thus defining *you* as cheap.

### SALUTATION

Dear Dr. Ellis: (use the appropriate title. Never call a Dr. a Mr. or a Mrs. When in doubt, you may use the person's whole name, i.e., "Dear Shelley Ellis." Never say "Dear sir" or "Dear madam" or "Dear Vicky" or "To Whom it May Concern."

—-or—-

Dear Members of the Selection Committee:  
Dear Human Resources Officer:

### FIRST PARAGRAPH

*Say this first:* Please consider this letter as an application for [position title] advertised in [name of publication]. Follow that first sentence with a brief second sentence, maybe two, about how your education and experience dovetail nicely with the position for which you are applying. This introductory paragraph ought to be three sentences, max.

### SECOND PARAGRAPH

This is a hefty, information laden, self-descriptive paragraph of many sentences (like 15 or 20) where you blow your own horn, and loudly. You are answering, in very concrete terms, and using examples very, very frequently, the following questions, which you can be certain are in your potential employer's head:

- What can this applicant do?
- What specialized education is this applicant the possessor of?
- What education-oriented skills does this candidate have?
- What has this applicant done in during student teaching that makes him or her a particularly good "fit" for this position?
- What can this applicant tell me about his or her student teaching/practica in very concrete terms?
- What does this applicant know about our school?

Remember who is reading this: the person who may be signing your paychecks in a matter of two months. Walk that line between self-aggrandizement and humility; the line is not as thin as you think.

### FINAL PARAGRAPH

Here is where you simply say, "Thank you for your consideration of my application. I am available anytime for an interview. My telephone number and e-mail address are (406) 254-6667; and Se760@aol.com." Please remember that the most important item in this paragraph (besides the "thank you" part) is that you are available *anytime* for an interview.

Last: consider not saying "Sincerely"; say "Cordially" as a closure device. It's professional and un-boring.

# ALL ABOUT INTERVIEWING

## DO's

- dress professionally and "forgettably."
- check back with the writers of your reference letters.
- make strong eye contact, be enthusiastic; smile!
- open up your body language; use your hands!
- visit the bathroom.

## DON'T'S

- ramble. Get to the point!
- be arrogant. Be humble and sweet!
- shake hands with everybody, unless it appears you can do so without creating chaos.
- giggle/invent answers/use jargon

## Billings District Application Questions

1. What do you want to accomplish as a teacher?
2. How will (do) you go about finding out about students' attitudes and feelings about your class?
3. An experienced teacher offers you the following advice: "When you are teaching be sure to command the respect of your students immediately and all will go well." How do you feel about this?
4. How do you go about deciding what it is that should be taught in your class?
5. A parent comes to you and complains that what you are teaching his child is irrelevant to the child's needs. How would you respond?
6. What provides you the greatest pleasure in teaching?
7. When you have some free time, what do you enjoy doing the most?
8. How do you go about finding what students are good at?
9. Would you rather try a lot of way-out teaching strategies or would you rather try to perfect the approaches which work best for you? Explain your position.
10. Do you like to teach with an overall plan in mind for the year, or would you rather just teach some interesting things and let the process determine the results? Explain your position.
11. A student is doing poorly in your class. You talk to her, and she tells you that she considers you to be the poorest teacher she has ever met. What would you do?
12. If there were absolutely no restrictions upon you, what would you most want to do in life?

## Here are some questions that Hardin school district asks:

1. How would you react to a parent who accuses you of being unfair?
2. How would you react to a student who challenges your authority?
3. What do you do when your administrator gives you criticism?
4. What would you do to promote staff unity?
5. What is the biggest problem facing our Native American students? How would you best serve their needs?
6. How would you develop a reading program for the children in your classroom?
7. What are the steps in the process you use to develop your instructional plans?
8. Do you have any weaknesses as a teacher--what are they--how do you compensate for them?
9. Under what circumstances would you send a student to the office for discipline?
10. Describe your classroom's discipline plan.
11. What methods would you use to diagnose, evaluate, and ensure student progress in your classroom?

**Here are questions that Huntley Project school district has asked:**

1. Tell us a little about your educational background.
2. Talk about the last article in a journal in your field of study you've read.
3. What extracurricular activities might you be interested in sponsoring?
4. How will you tie technology into your classroom practice?
5. Why is it important to teach [ ---- ]?
6. How do you plan to forge strong relationships with parents and families?
7. What is your philosophy of teaching?
8. Describe your classroom management techniques.
9. What are your thoughts about block scheduling?
10. How will you tie the 6-Traits Analytical Assessment Model into your classroom practice?
11. Talk to us about music theory.
12. Why are you interested in our school?
13. What is your major strength?
14. What is your major weakness?
15. How can teachers get students to respect them?
16. Do you want your students to like you?
17. How might you deal with students who are non-readers or reluctant readers?

**Here are questions that the principal at the Career Center has asked:**

1. Every teacher has a teaching style. Tell me about yours.
2. There is a fine line between having fun and having high expectations. How will you balance the two?
3. Who should be responsible for discipline in the classroom?
4. How will you engage a kinesthetic learner in your classroom? Give examples and be specific.
5. Why will kids be motivated to learn in your classroom?
6. A student shows up for your class but is continually off-task and is not completing her work. What do you do?
7. Describe yourself in ONE WORD.

**LESSON PLAN**  
**(This also in your student teaching handbook)**

**COURSE NAME/SUBJECT** \_\_\_\_\_ **DAY OF THE WEEK** \_\_\_\_\_

**INSTRUCTIONAL ACTIVITY/PROCEDURE FOR THIS DAY:** 1-2 sentences starting with "Students will..."

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**ANTICIPATORY SET:**

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**COGNITIVE DOMAIN OBJECTIVE:**

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**AFFECTIVE DOMAIN OBJECTIVE:**

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**PSYCHOMOTOR DOMAIN OBJECTIVE:**

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**LEARNING OPPORTUNITIES**, stated specifically, using "first," "second," etc.

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K – 8 Lesson Plan:

Grade Level: \_\_\_\_\_

Title:

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Prior Knowledge Required and Context:

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Objectives / Learner Outcomes:

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MT CC Standards:

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Required Materials:

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Introduction

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Sequenced Activities / Tasks (note any special adaptations for special needs, gifted, etc.)

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[illegible]

## Closing

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### Formative Assessment Strategies:

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### Summative Assessment Strategies:

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## Homework

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## Reflections

# **Professional Educators of Montana Code of Ethics**

## **Preamble**

Education in Montana is a public endeavor. Every Montanan has a responsibility for the schooling of our young people, and the state has charged professional educators with the primary responsibility of providing a breadth and depth of educational opportunities. The professional conduct of every educator affects attitudes toward the profession and toward education. Aware of the importance of maintaining the confidence of students, parents, colleagues, and the public, Montana educators strive to sustain the highest degree of ethical conduct. While the freedom to learn and the freedom to teach are essential to education in a democracy, educators in Montana balance these freedoms with their own adherence to this ethical code.

## **The Professional Educator in Montana:**

*Makes the well-being of students the foundation of all decisions and actions.*

- Protects students when their learning or well-being is threatened by the unsafe, incompetent, unethical, or illegal practice of any person.
- Provides educational services with respect for human dignity and the uniqueness of the student.
- Safeguards the student's right to privacy by judiciously protecting information of a confidential nature.

*Fulfills professional responsibilities with diligence and integrity.*

- Enhances individual competence by increasing knowledge and skills.
- Exemplifies and fosters a philosophy of education which encourages a lifelong pursuit of learning.
- Contributes to the development and articulation of the profession's body of knowledge.
- Promotes professionalism by respecting the privacy and dignity of colleagues.
- Demands that conditions of employment are conducive to high-quality education.

*Models the principles of citizenship in a democratic society.*

- Respects the individual roles, rights, and responsibilities of the community; including parents, trustees, and colleagues.
- Assumes responsibility for individual actions.
- Protects the civil and human rights of students and colleagues.